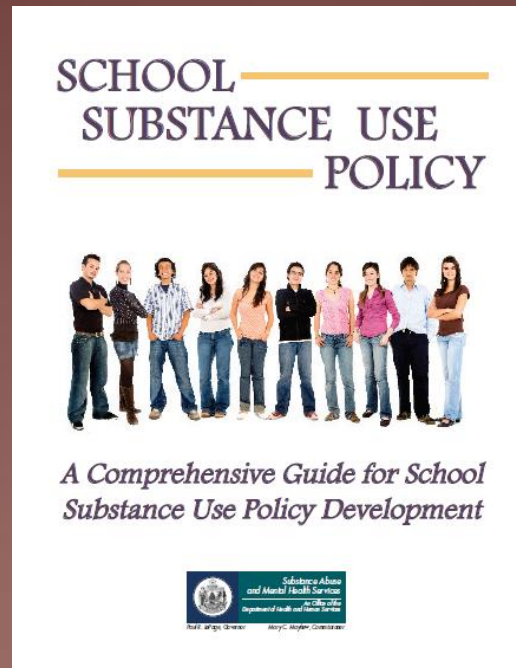


# School Substance Use Policy:

## An Essential “Living” Tool for Supporting Student Success and Safety




# Agenda

- Substance Use is a School Problem
- Brief overview of the Maine Substance Abuse and Mental Health Services (SAMHS) School Policy Guide
- School Alcohol and Other Drug (AOD) Policy Improvement Process

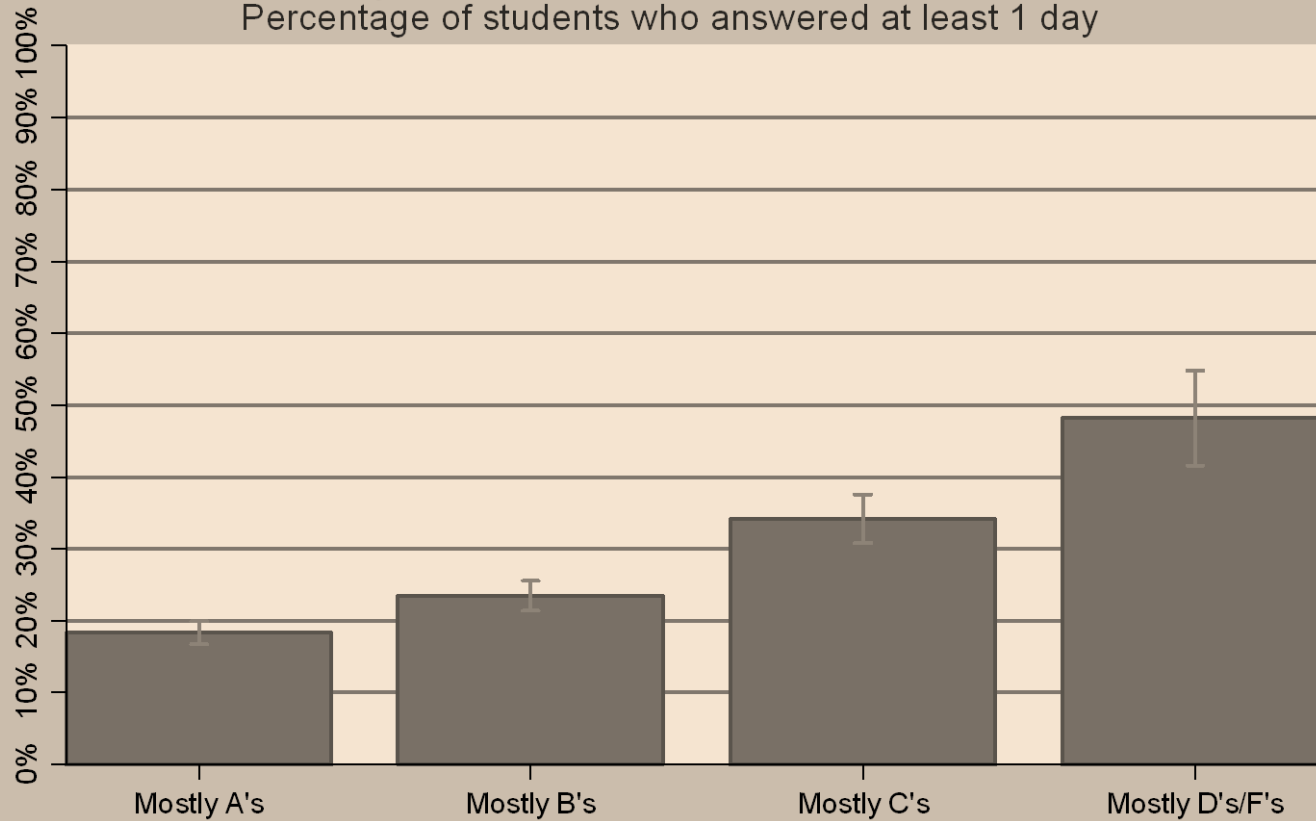
# **Alcohol and Drug Use Is A School Problem**

- Reduces readiness and capacity for learning and academic performance
- Increases absenteeism and likelihood of dropping out
- Impacts school climate
  - Creates classroom management issues
  - Impacts perceptions of school safety



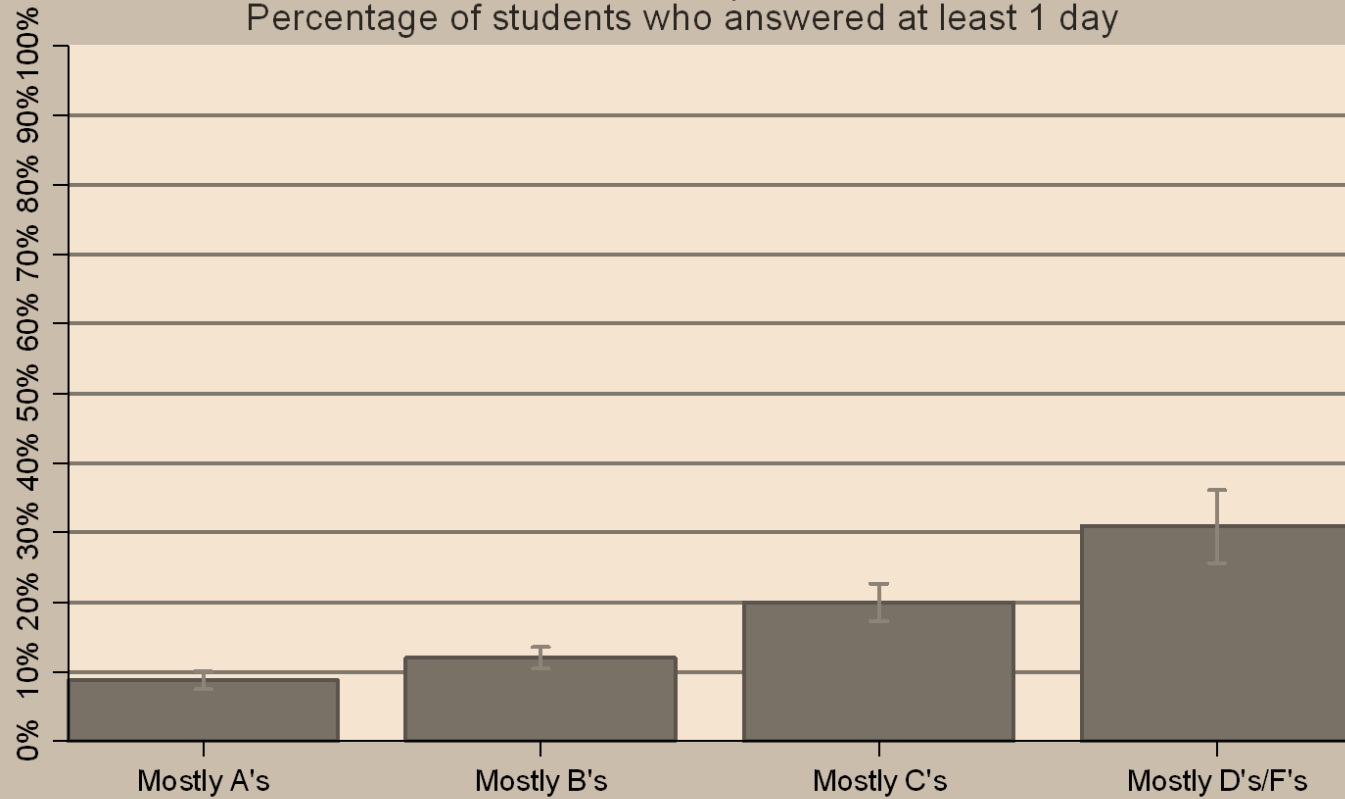
# Maine Student Survey Data Supports that Alcohol and Other Drug Use (AOD) is Associated with Lower Academic Performance

(hn80) During the past 30 days, on how many days  
did you have at least one drink of alcohol?  
Percentage of students who answered at least 1 day



2013 Maine Integrated Youth Health Survey  
High School Students

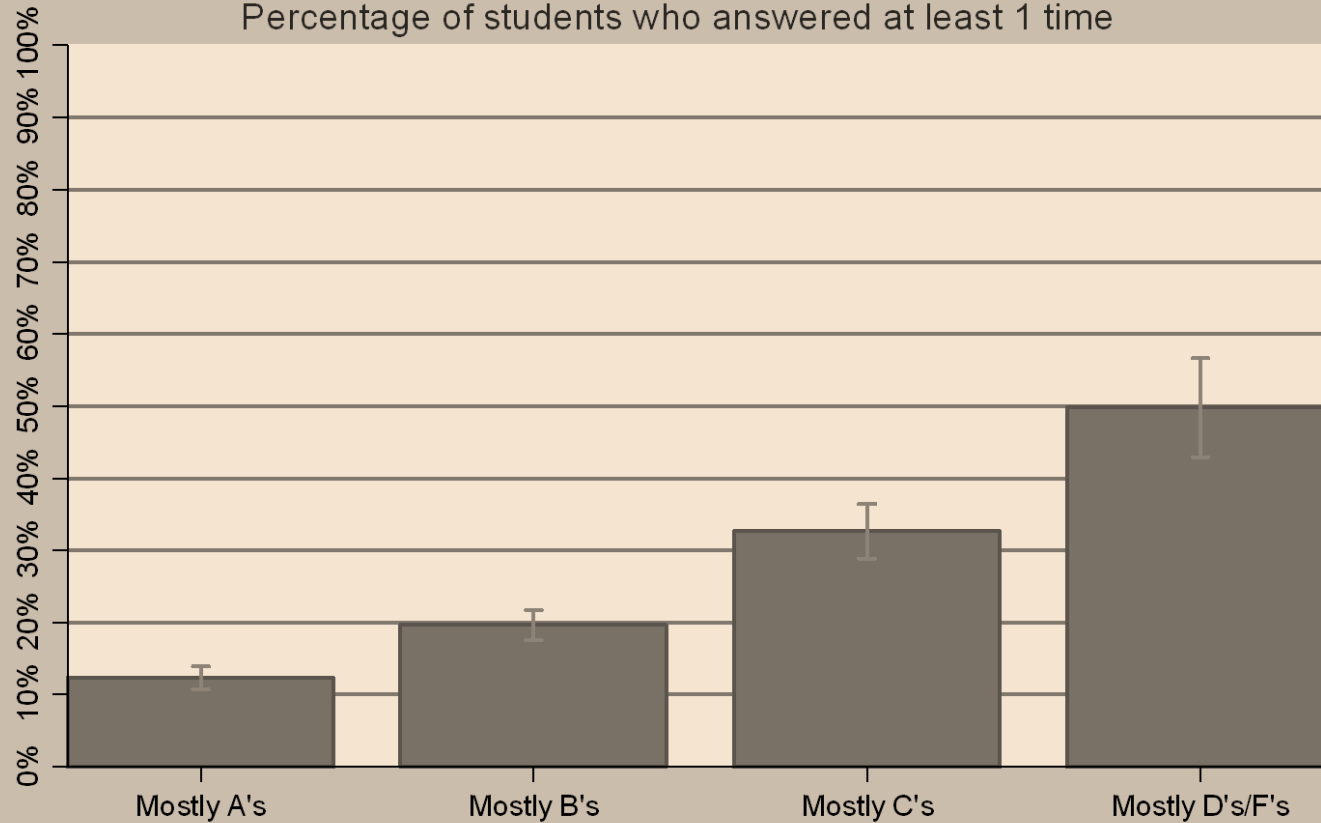
(hn81a) During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?  
Percentage of students who answered at least 1 day



2013 Maine Integrated Youth Health Survey  
High School Students

(hn100) During the past 30 days, how many times did you use marijuana?

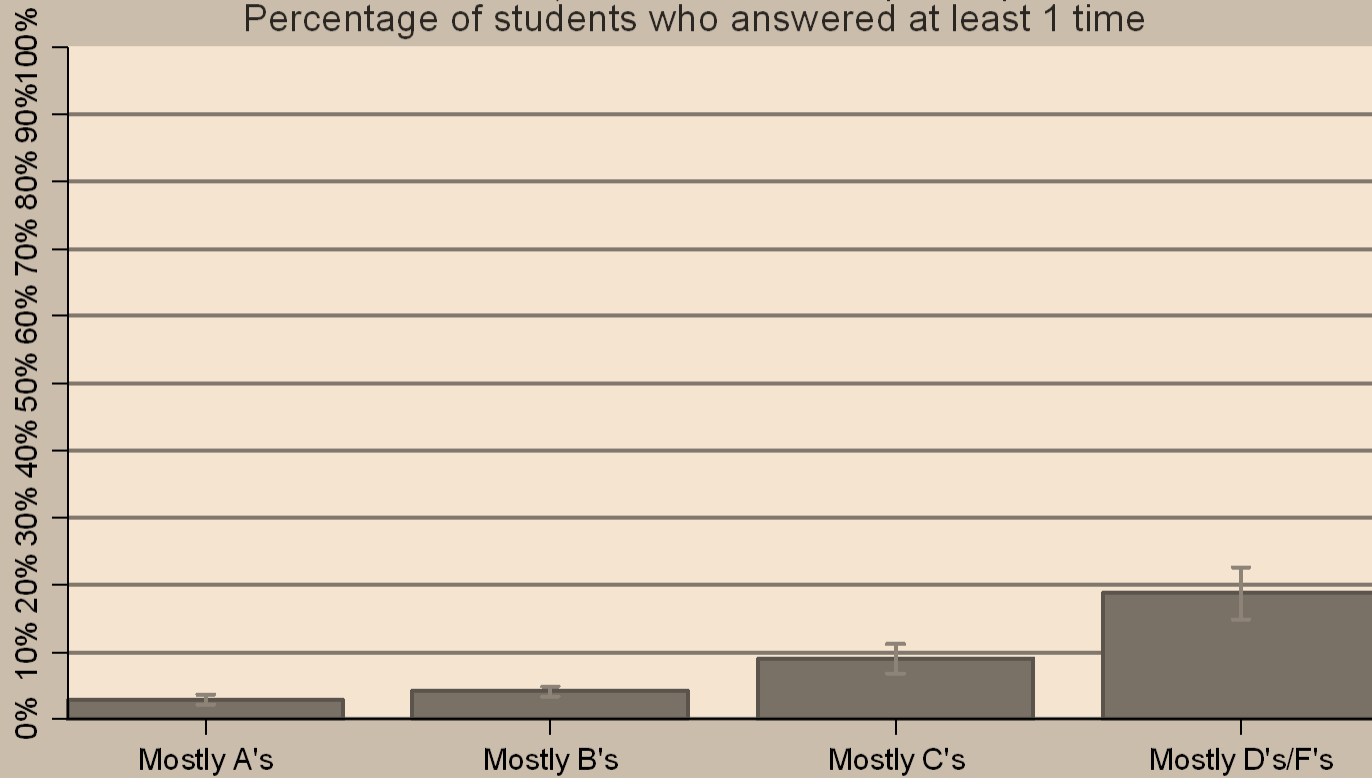
Percentage of students who answered at least 1 time



2013 Maine Integrated Youth Health Survey

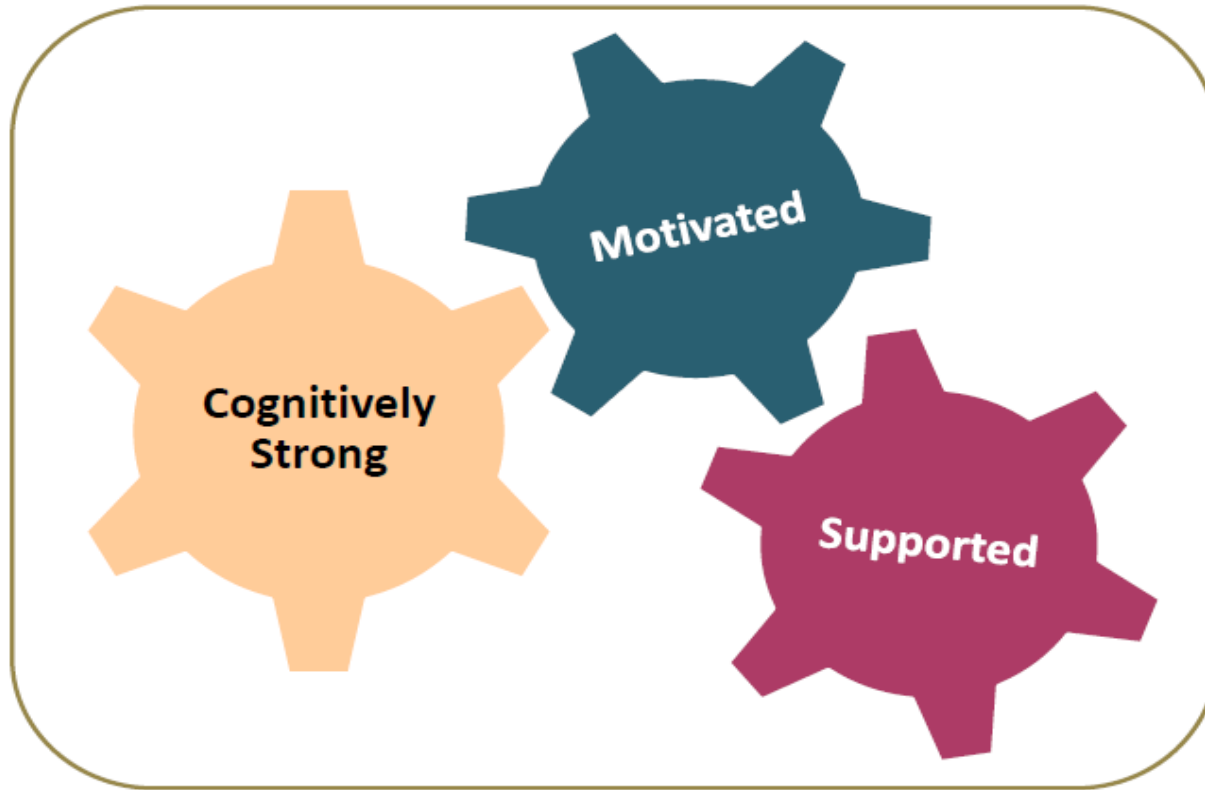
High School Students

(hn113a) During the past 30 days, how many times  
did you take a prescription drug  
(such as OxyContin, Percocet, Vicodin, codeine, Adderall,  
Ritalin, or Xanax) without a doctor's prescription?  
Percentage of students who answered at least 1 time



2013 Maine Integrated Youth Health Survey  
High School Students

## Interlocking Dimensions of Student Success

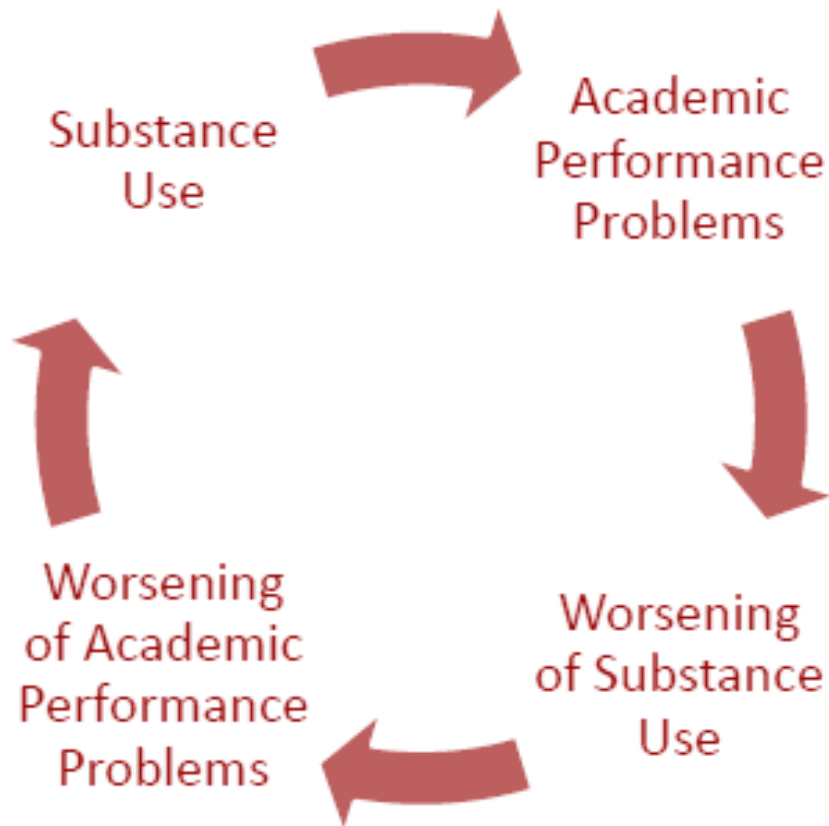


Source: Amelia M. Arria, Ph.D. Associate Professor Director, Center on Young Adult Health and Development Department of Behavioral and Community Health University of Maryland School of Public Health's presentation *Risk and Resiliency Among Youth Associated with Underage Drinking and Drug Use* at National Prevention Network on September 18, 2014 in Hartford, CT

# Substance use impacts all dimensions

- Substance use can impact cognitive capacities of users in short and long-term ways
- Substance use can impact motivation and goal setting
- Substance use can distance a person from their support network of people who want the best for them

# Interconnected Cycle of Problems



# Why does substance use have a negative impact on learning?



## 1. “Toxic” Effect on Cognition:

*Substance use is associated with attention problems, sleep disturbances, and other cognitive deficits, making classroom learning, studying and homework more difficult.*

Source: Amelia M. Arria, Ph.D. Associate Professor Director, Center on Young Adult Health and Development Department of Behavioral and Community Health University of Maryland School of Public Health's presentation *Risk and Resiliency Among Youth Associated with Underage Drinking and Drug Use* at National Prevention Network on September 18, 2014 in Hartford, CT

Why do most 16-year-olds drive like  
they're missing a part of their brain?



BECAUSE THEY ARE.

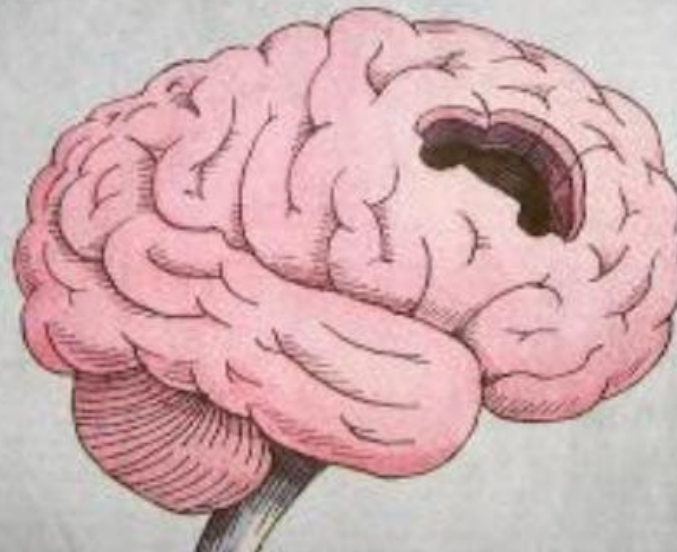


Image originally used in a media campaign by All State Insurance. This electronic image's source: Amelia M. Arria, Ph.D. Associate Professor Director, Center on Young Adult Health and Development Department of Behavioral and Community Health University of Maryland School of Public Health's presentation *Risk and Resiliency Among Youth Associated with Underage Drinking and Drug Use* at National Prevention Network on September 18, 2014 in Hartford, CT

# Brain Development in Teen Years

- Teen and young Adult brains are still “under construction” through their mid-20’s
  - Wiring and connections are still developing
  - Abstracting thinking, judgment, impulse control, social cue and risk assessment capacities will not reach full development until a person is in their mid-20’s
  - Substance use can alter or interrupt some of this essential brain development
- More than any other age group, teens risk permanent intellectual and emotional damage due to the effects of substance use.

# Why does substance use have a negative impact on learning?



## 2. “Hijacking” of Brain Reward Pathways

*Substance use “hijacks” reward pathways in the brain.*

*Academic pursuits become less meaningful as drugs become more valued.*

Source: Amelia M. Arria, Ph.D. Associate Professor Director, Center on Young Adult Health and Development Department of Behavioral and Community Health University of Maryland School of Public Health's presentation *Risk and Resiliency Among Youth Associated with Underage Drinking and Drug Use* at National Prevention Network on September 18, 2014 in Hartford, CT

# Teens Face Many Choices for Their Behaviors




Source: Amelia M. Arria, Ph.D. Associate Professor Director, Center on Young Adult Health and Development Department of Behavioral and Community Health University of Maryland School of Public Health's presentation *Risk and Resiliency Among Youth Associated with Underage Drinking and Drug Use* at National Prevention Network on September 18, 2014 in Hartford, CT

## What influences the balance of perceptions between risk and reward?

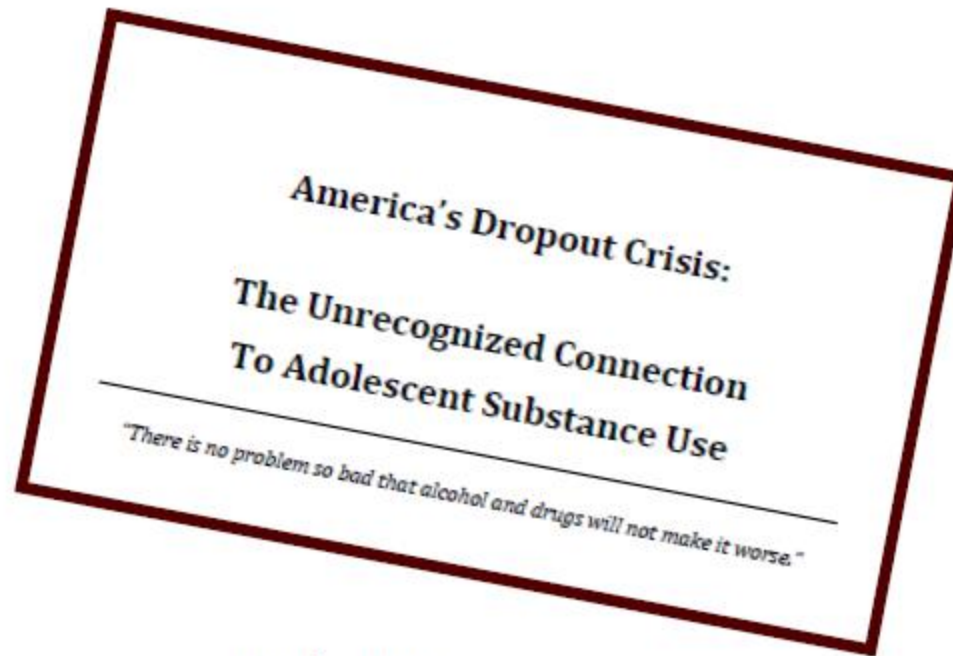


Source: Amelia M. Arria, Ph.D. Associate Professor Director, Center on Young Adult Health and Development Department of Behavioral and Community Health University of Maryland School of Public Health's presentation *Risk and Resiliency Among Youth Associated with Underage Drinking and Drug Use* at National Prevention Network on September 18, 2014 in Hartford, CT



**Clear policies and consistent consequences can help people weigh “Risk vs. Reward” and have been shown to support youth in making more desirable choices**

# Substance Use & Dropout Crisis



March, 2013

Available online at [www.cyahd.umd.edu](http://www.cyahd.umd.edu)

# SCHOOL SUBSTANCE USE POLICY



*A Comprehensive Guide for School  
Substance Use Policy Development*

# Intent of the guide

- Not a “model policy”; it is a tool to guide schools and communities through the process of reviewing and improving school alcohol and other drug (AOD) policies
- Pulls together research and best practice, while recognizing that there needs to be local input to meet community needs and capacity

# A key learning over the years

- The process or reviewing and revising a school policy is as important as the product
  - Community support and ownership are critical at every stage
  - Policy must be communicated- *clearly, widely, regularly!*
  - Policy must be enforced- *consistently!*

# Components of the Policy Guide



1. Philosophy Statement
2. Community Involvement
3. Communication
4. Prevention/Education
5. Prohibitions
6. Enforcement
7. Intervention/  
Treatment
8. Consequences
9. Review/Revision

*Component One:*

# **Philosophy Statement**

- States the importance of the school AOD policy as a tool to support student success and safety and to create a positive school climate

## *Component Two:*

# **Community Involvement**

- Engaging a wide variety of partners in the school policy improvement process can help empower staff, students, parents, and community members to be part of the solution and to build support for the policy and its enforcement



*Component Three :*

# **Communication**

- A policy will be most effective if it is clearly and regularly communicated proactively
- Don't just share it at the start of the year
- Communicate it in ways that are visible and which meet target audience needs- simply having a policy on the books isn't enough



*Component Four:*

# **Prevention/Education**

- Choose prevention curricula and strategies that are evidence-based
- For evidence-based programs approved by SAMHSA for classroom use:  
<http://www.nrepp.samhsa.gov/>
- Include strategies for creation and maintenance of a positive school climate

## *Component Five:*

# **Prohibitions**

*Clear rules and consequences at school serve as protective factors for substance use prevention\**

- Describes the who, what, where, when and how of prohibited substances and actions
- In developing prohibitions: Ensure that there is buy-in from community to be successful

*\*Schaps, E. et al, 2003*

## *Component Six:*

# **Enforcement**

*School policies need to be enforced to be effective\**

*Youth certainty of being caught is more important than the nature of punishment itself\*\**

- Include in policy:
  - Where and when the policy applies
  - What steps to take when policy violations occur
  - How school will support those expected to enforce rules

\*Griesbach, D. et al, 2002; Wakefield, M. et al, 2000

\*\*Dent et al., 2005; Grosvenor et al., 1999

## *Component Seven:*

# **Intervention/ Treatment**

*Enforcement should lead not only to consequences, but also to options for screening, assessment, and intervention or treatment\**

*\*Soteriades, E. et al, 2003; Hamilton, G. et al, 2003*

- Offer evidence-based interventions for youth who are not in need of treatment, but who need help to make different choices moving forward. For example:
  - **SIRP program/ PRIME for Life (AdCare)**
  - **Brief intervention:** One-on-one meeting with school counselor or nurse prepared to use motivational interviewing techniques with young people

# Student Intervention and Reintegration Program (SIRP)

This 12-hour educational program is for youth who have made high-risk choices about alcohol and/or other drugs. It provides evidence-based information to youth about the risks of use, and helps them weigh—for themselves—the advantages and disadvantages of continuing to use. Most important, it helps participants plan for and commit to changes in their behavior.

FMI: <http://sirp.adcareme.org/>

## Component Seven:

# Intervention/Treatment

*Some students' substance use may warrant a formal substance abuse evaluation and/or treatment (based on frequency, severity, or impact on life and wellness)*

- A substance abuse evaluation can be arranged by contacting a local substance abuse treatment agency
- SAMHS maintains a directory of licensed treatment agencies online at:  
[www.maineosa.org/help/directory.htm](http://www.maineosa.org/help/directory.htm)

## *Component Eight:*

# **Consequences**

- What are “appropriate consequences”?
  - Reflective of community values—i.e., agreed upon by stakeholders
  - Based on research and evidence-based practice
  - Appropriate to level of offense and circumstances of incident
  - Consistent and predictable
  - Enforceable

## *Component Eight:*

# **Consequences**

- Those enforcing the rules need to believe that the consequences are appropriate

*Research with police officers found that they are **more likely to enforce underage drinking laws** if they believe that consequences will be **consistent, predictable, not overly harsh, and appropriate to offense**\**

\* Schneider 1988; Wolfson et al, 1995

## *Component Nine:*

# **Review/Revision**

*AOD policies should be viewed as “living documents”*

- **Review AOD use policy at least every two years**
- **Monitor how it is being communicated and enforced on an ongoing basis**
  - Include key stakeholders in review/revision
  - Evaluate how policy is/isn't working
  - Examine new research advances since last review

# Where Do I Begin?

- Read SAMHS School Policy Guide:  
<http://www.maine.gov/dhhs/samhs/osa/prevention/schoolcollege/policyguide.htm>
- Identify strengths, weaknesses, and caps of current school AOD use policy by using the Assessment Tool.
- Use the Guide and supplemental School Policy Improvement Planning Tools to support you in the process

# Contact

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